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A WOMAN'S VIEW OF EDUCATION IN GERMANY.

WE have commonly looked at education in Germany through the eyes of men. Let us now take a peep at it through the eyes of a woman, and of a woman whose eyes are bright and wide open, and who is not at all afraid to tell us what they see. We have thought that some extracts from the "Peasant Life in Germany," of that vivacious and talented "Green Mountain Girl," Miss Johnson, cannot fail of interesting our readers, especially as relating to female education, and the employment of females as teachers. Under what obligation are women, who have been born and educated in this country, to be grateful to its institutions, and how earnestly should they seek, in this best field which the world affords for such an effort, to raise woman to her appropriate position in regard to learning, teaching, and social influence! Nowhere else in the world is her position in these respects already so elevated; nowhere else is there so much to encourage, and so little to obstruct her aspirations for yet higher advancement, and her efforts for the uplifting of her sex and race. Let there be here no petty jealousy of sex; for, from the golden chain that clasps us all around, the true elevation of woman is no less, can be no less the elevation of man. But it is high time that we should give our readers the promised introduction to our fair countrywoman. It will be observed that, in some cases where the statements are general in their form, she has left restrictions and modifications to be supplied by the reader. The

very title of her book shows that she has special reference, in her remarks, to the condition and education of the common people. How much that is affecting in the picture!

"It is very amusing," writes Miss Johnson, "to hear a German mother talk with her daughters about matrimony. On learning that two of her girls were to be sent soon to America, we asked, 'What do you expect them to do there?'"

"We hope they will get married. There is little prospect that they will here, young men are so poor; and we have no dowries for our daughters. Besides, five hundred young men have gone from this town to America, and five hundred more would go if they had the means."

"We hardly knew what to answer, as we were well aware that plenty of girls were in the same anxious suspense on the other side of the water, though they would not so frankly acknowledge it. But we find no fault with this frankness. . . . The fault is, that they are taught no other way of living. We ventured to tell them it was possible they might not get married there; but, if they would learn music or any thing else thoroughly, they would find no difficulty in taking care of themselves, and labor would not be any degradation to them. It had *never occurred to them to fit themselves for teachers*, as all the country schools are taught by men, and a woman would be thought as much out of her sphere in the school-room as in the forum in Germany. We have visited many of these schools, and thought how infinitely better off would be the little ones with some gentle-hearted woman. But, where more young men with a university education are waiting for the teacherships than there are places to be filled, and have no other way of earning their livelihood, and no practical knowledge of anything in life, it cannot be expected that they will allow women to become their rivals.

"The school system is everywhere the same, as each government has adopted that instituted by King Frederick William III., when he ordained that the people should be no longer serfs, and provided for their education. His intentions were evidently good, though there is a little inconsistency in teaching people to read, and then forbidding them to exercise the power when they have acquired it; and even this seems quite unnecessary where neither books nor

papers are within the reach of the people. Had they full permission to read all they could get, they would be little injured by knowledge, so dear is everything printed in this land where printing had its birth. The present king of Prussia, in his premature old age and imbecility, has placed more restrictions on the liberty of the press than any of his predecessors, — requiring every colporteur who passes through his dominions to be searched, lest some opinion disparaging to tyranny should find its way among his subjects.

“The school books are as carefully pruned as the newspapers, from anything tainted with liberalism, and are of course very simple in their contents, as all the children leave school at the age of fourteen. Some teachers seemed eminently fitted for their duties; and the children well instructed in the rudiments of arithmetic, geography, drawing, and natural history, which is all that is attempted. Music is taught scientifically, and the notes always furnished of all that is sung. But it is also required that sewing and knitting be taught, and the first hour of every afternoon a woman has charge of the school, or of the girls, and they are busied with every description of needle-work.

“The discipline was very much after the old fashion of cuffing and knocking, and the school-rooms small and ill ventilated. The children assemble at seven in the morning, in summer, and leave at eleven, and from one to three in the afternoon. They read in concert, and recited the multiplication table, which to our ears was very amusing: *Zwei mal zwei sind vier. Elf mal zwei sind zwei und zwanzig.* It seemed impossible it could be correct; but when we repeated it in English, they laughed so inordinately and were so incredulous that we could only conclude habit alone at fault. There is a superintendent in every district who visits the school at stated seasons, and one happened in whilst we were present. He listened to their exercises and said some pleasant word to each — exhorting them all, at the close, to diligence and obedience. Our companion at the time, was the young girl who had been educated in America, and we could not help wishing that she could exercise the office of teacher, for which she showed herself so well fitted by the assistance and explanations she rendered to those who would listen to her. But knowledge did not add to her usefulness or happiness in her fatherland. Every day some gossip came to her father to say how

he had ruined his daughter by allowing her to study ; she would never be a good housekeeper, and never get married ; and, while she had elevated herself above the rank in which she was born, she still could not step out of it, and however intelligent or ladylike, she could not be admitted into one above, because *she was born a peasant*. Every day she wept bitterly to go back where she was free to become what she chose, and where society allowed women so many more privileges, and placed no barriers in the way of any.

"The schools we visited, were in Catholic districts ; and once also a priest came in, who examined and encouraged the pupils to diligence with not less seeming interest than a Protestant clergyman ; and in no respect, that we can discover, does the state of education differ among those of one creed or another, or the intelligence of the people.

"We were present when a family in this city received a letter from a son and brother, who had been some years in America, and having lost his wife, was urged to return to his friends. He said, 'No, never ; this is the land of my adoption, and the land of my choice, and here I have friends whose worth you cannot imagine : who have been kind to me in poverty and sickness, and who would be parents, brothers, and friends to my children, were I to die. I would not be guilty of placing them under the care of a German schoolmaster, to suffer as I did when a boy. No ; this is the land of their birth, and I shall not take the responsibility of removing them from an atmosphere of freedom to one of tyranny and slavery.' The lady who received it, said it was true the teachers were despotic and unfeeling ; but our inference would be that it was the same with them as with every other official who was not accountable to the people among whom he labored, the parents of the children where he taught, but to some far-off power whose ears could not be reached but by emissaries, and who was not likely to listen to complaints against servants who were faithful to him, and endangered not his throne.

"There is little to stimulate ambition among the peasantry. They do not see any particular benefit of knowledge, and care not to exert themselves to acquire what brings them neither pleasure nor other reward. It is rare to see a book of any kind in their houses, and few of them can afford even the little *Zeitung*, about a foot square,

which the cities furnish. Families in the city, who indulge in many other luxuries, do not consider a paper within their means as necessary to their intelligence ; while families of the same means, or less, in America, would take two or three. In Southern Germany we saw no children's papers, and could not learn that any existed, except two or three in Hamburg and Bremen. When we expressed our surprise at this, a lady was equally astonished that such a provision should be thought at all necessary for children who had to go to school and study, and had no time to read. There are very respectable scientific and literary periodicals for the learned ; but nothing like a *newspaper* exists in the whole Confederation.

“Postage is so high that few can afford to write letters, and paper also is beyond the reach of the poor. In England, cheap postage has done more than all the schools towards educating the people. In Germany the police force the children into school against their will ; in England they are left to do as they please ; but, since they experience a benefit which every day gladdens thousands of hearts, in the penny paper and penny letter, nothing more is needed to spur them to that exertion which can prepare them to avail themselves of these blessings.

“Girls in the city, leave school also at fourteen ; but after that time they have ‘*masters*.’ A young lady came to board in the family where we were, in order to be educated. In our simplicity we asked if she were going to school, at which the lady who was to have the care of her was almost insulted, and replied : “Young Ladies do not stay in school in Germany till they are married.” Upon which followed quite a stormy debate between us, as we could not understand why it was any more degrading to go to school than to have ‘*masters*.’ She said the girls in Germany learned mathematics and physics. I asked if she supposed they did not in America. She said to be sure, she had always heard that those who wished to educate their daughters in these branches, sent them to Germany ; that there were no masters capable of teaching such things with us. We thought of President Day, and Davies, and Loomis ; but our knowledge of the language was not equal to instructing her in the common items of newspaper intelligence, with which she would have been familiar if she had been in the habit of reading them. But, though she was very profound in mathematics

and physics, she was very ignorant of all common and practical knowledge, and really believed the almanac-maker could predict the weather with certainty. The process which the young ladies go through in being educated, is like everything else where there is no freedom of thought and speech, and where there can be very little use of knowledge. It is a mechanical process, which is a great weariness to the flesh without sufficient compensation.

"A gentleman went to America to make his fortune, and settled in a western city. After many years he returned to Germany to educate his children, saying it was impossible in the United States anywhere, to give them advantages. 'Masters' were not to be obtained at any price; and neither are they in Germany except in the cities. No family, two miles from any university, town, or capital, could give their children any thing more than a common school education, which is nowhere so good as in America, unless they have *tutors* in the family for each branch. We know a young lady who had at one time, *nine* 'masters,' and many American girls here whose tutors cost more than their board, clothes, and all other expenses. Yet it is possible for a family to take up their abode in the region of a university, and educate half a dozen children with less expense than could be done in America; but they must live very quietly, and be content with poor lodgings and simple food, such as they would not be contented with in America." — Pp. 259, 265.

"In a voluminous work upon Germany, published the last year at Gotha, the author congratulates himself and his countrymen, that there is no other country in the world so advanced in every species of culture, — no land where all classes, from the highest to the lowest, are so well educated, — no land where so much pains is taken to elevate the people! On an average, there is only one in every hundred who cannot read and write; in some States, only one in ten hundred, and in some none. In the whole country there are four hundred gymnasiums, and twenty-four universities, and in the universities eighteen thousand students. In Prussia alone, are three hundred and eighty-two institutions for orphan and neglected children; all of whom are taught to read, and write, and cipher. In 150 cities are public libraries, and in no other land has the book trade attained to so much importance! — there being 2,650 estab-

lishments ; of which Leipsic has 150, Berlin 180, and the whole of Austria 190 ; and the number of works from German authors, which appear annually, is from 8,000 to 10,000. . . . Yet, among the masses of the people, it is impossible to buy books, and as far as reading is concerned, they might almost as well have never been taught. There is only one in a hundred who cannot read, — yet not one in a hundred ever thinks of reading, or has an opportunity. The author had not been in every land, and had no idea of a truly intelligent reading people. The newspaper is a far more efficient educator than the spelling book, and of this they know nothing.” — Pp. 386, 387.

The remarks of Miss Johnson, last quoted, remind one forcibly of the distinction which was once drawn by an eminent German who visited this country. “In Germany,” said he, “the people all learn to read ; but here they all learn to read, and *read*.”

MISS KINDLY'S METHOD OF TEACHING CHILDREN TO READ.

HAVE you never visited Miss Kindly's school? You ought, then, certainly to go there the very first opportunity. There are so many things that she does excellently well. You ought to see how she commences a new term ; how early she is at her post, and how affectionately she receives her little ones, as they drop in one after another ; with what real interest she inquires about their fathers, and mothers, and brothers, and sisters, and pets ; what pleasant words she has, adapted to each one ; how patiently, nay, how enjoyingly, she receives the deluge of kisses that has been gathering for her through the vacation, and how heartily she returns them ; and how firm the conviction is in the minds of all the children, that, next to their own dear mothers, (fathers are sometimes excepted,) the very best friend they have in the world is Miss Kindly. The school reverently and piously opened, it is a treat to observe how immediately she brings her scholars, the new as well as the old, into school discipline, by setting them to march in exact order, to clap their hands in concert, and to perform

other physical exercises at the word of command, while they are fancying, in their simplicity, that they are having a grand play. And so, in truth, they are.

Then you should hear one of her "Object Lessons." Taking a cap, or a glove, or a pencil, or an acorn, or a leaf, or a flower, no matter what, she will fix every eye upon it, and make it a key to unlock her pupils' minds, and to draw forth more thought and better expression than you would suppose them capable of. But the exercises which they seem to enjoy the most are what she calls her "Moral Lessons," but what they call "Miss Kindly's stories." Both names are equally appropriate. She tells a story illustrating some virtue or fault, and then appeals directly to the consciences of her pupils for their judgment upon it. Her method is essentially the same with that of Mr. Cowdery, in his admirable book of Moral Lessons, but, in accordance with the age of her scholars, is less elaborate. "Did this boy do right?" "Oh, no!" "No!" "No!" "What ought he to have done?" They express their opinion. "How would he have felt to be so treated himself?" "Very badly." "I hope you will never do so," etc.

One of the most marked characteristics of the school, is her method of teaching her little ones how to read, which seems to me to have more of artistic beauty, and is certainly more successful, than any that I have ever witnessed elsewhere. It is alike philosophical and practical; as, indeed, a true philosopher must lie at the basis of all correct practice. Having formed her "lambkins," as she sometimes calls her abecedarians, into a class, she spends two or three days in such exercises with them as will lead them to feel perfectly at home, and train them to follow directions, to think together, and to express their thoughts. These exercises are partly vocal, partly gymnastic, and partly intellectual. They consist in repeating sentences, words, syllables, and elementary sounds, either individually or in concert; in various physical exercises; in object lessons; in story-telling; in simple lessons in counting and computing; in drawing lines on the slates, with which they are all furnished; in familiar conversation about home friends, and home scenes, etc. Having thus prepared the way, she introduces the lessons in reading somewhat as follows.

MISS K.—"Now, do you all say *ox*."

CLASS.—“Ox!” “Ox!” “Ox!”

MISS K.—“Who of you ever saw an ox?”

Most of the class raise their hands.

MISS K.—“Tell us, Charles, where you ever saw an ox.”

CHARLES.—“Oh, we have two at home; and father yokes them and makes them plough, and draw hay, and potatoes, and wood.”

When Charles has finished his account, the other children say where they have seen oxen, etc.

“How many horns has an ox?”

“Two; and he sometimes hooks with them.”

“If one of his horns were sawed off, how many would he have then?”

“One.”

“How many eyes has he?”

“Two.”

“How many feet has he?”

“Four.”

“How many horns have two oxen?”

“Four.”

Having carried this conversation as far as she deems it useful, Miss K. turns to one of the class and says, “Now, Susan, would not you like to learn how to write *ox* on your slate, so that when you go home and show your slate to your mother, she will kiss you and say, ‘Why, Susan, you have written *ox*’?”

“Oh, yes,” replies Susan, eagerly, and all the rest join.

“Well, then,” says Miss K., going to the blackboard and taking a crayon, “you must first make a round letter like this,” drawing a large **O**. She uses the word “letter” without defining it, knowing that the children will learn its meaning, as they do that of other words, from its use, and that a formal definition would only confuse them.

“What does this letter look like?”

One suggests a wheel; another, a round cake; others, a cent, the moon, a pie, an apple, etc.

“Now, Susan, come and see if you can make a round letter.”

Susan tries, and after her the rest. To each one Miss K. has a kind word for the effort, if not for the performance. They are then sent to their seats to try to make “round letters” upon their

slates ; some of their first attempts are, of course, rude and odd enough.

At their next lesson, after some preliminary conversation, Miss K. goes to the blackboard, where the **O** has remained as a model for the class since the last lesson, and says to them, "Now I will show you how to make another letter. You must first draw a straight line, so," suiting the action to the word ; "and then you must draw another straight line across it, so," making by the two lines a large **X** in its simplest form. "What does this letter look like ?"

"Like father's saw-horse," says little Peter.

"Now, how many letters have I made ?"

"Two."

"And these two letters mean *ox*. Henry, come and see if you can write **O X**."

Henry tries, and all the rest. They then return to their seats, and engage in attempts to write **O X** upon their slates. Miss K., as she passes by them, notices and directs their work, and encourages them by kind words.

The time arrives for their third lesson. "What have you been learning to write ?" asks the teacher.

"**Ox**."

"Now, all say as I do: *ox*; *o-x*," (not pronouncing the names of the letters, but separating their sounds,) "*ox*; *ox*, *o-x*, *o-x*, *ox*; *o-x*, *ox*."

When, by repetition, her pupils have fully learned to separate these sounds in utterance and in their minds, Miss K. proceeds. "This round letter means *ō*," giving it the short sound of *o*; "and this letter like a saw-horse means *x*," giving not the name, but simply the sound of the letter. "Now, William, you may take the pointer, and point to the letter which means *ō*; and you, Sarah, may point to the letter which means *x*."

The exercise is continued under a variety of forms, until the association is fixed in the minds of the children, between the written letters and their primary sounds. Miss K. then feels that the corner-stone has been laid for the building she has undertaken, and dismisses the class. Of the names of the letters not a word has yet been said. "It would only confuse the

children," says Miss K., "to attempt to associate a letter with different sounds at the same time. And we shall have no need whatever of the names of the letters till we come to oral spelling, or to different sounds of the same letter."

A. C.

[To be continued.]

DISCIPLINE.

DISCIPLINE is that state in which we have the power and inclination to obey the laws of our being.

The term is used in two senses: It is used either as the name of the means by which a certain state of the Physical, Mental, and Moral powers is secured, or it is used as the name of the state itself. I shall employ the term as the name of the state.

From what we know of our present condition, and of what we are to be in the future, I think we have a right to infer, that to secure the state called *discipline* is the great end of life.

All our thoughts and actions should have some reference, then, to the acquisition of this end of thinking and acting.

What are the means by which this acquisition may be surely made?

The only means we have in our power is a proper Education, by which our whole nature may receive a proper development.

This development is effected by all the influences that come to the mind from without, and also by the reflex influence that action has on the power that acts.

The external means of Education begin to apply themselves as soon as the mind is excited, to its first action, by the presence of external objects. The internal means exist as soon as this first action has been made.

The nature of the mental powers is such, that they are compelled to act for ever after they are once set in motion; so that all the teacher has to do with Education, is to apply the means in such a manner as to lead the mind to act rightly.

The teacher should fully understand that it is no part of his duty

to perform the work of the student for him, if he would secure for him either mental growth or development. By *teacher*, I mean any intelligent agent, whose duty it is to apply the two means of education.

Let us follow the teacher in his great work from its beginning until he has secured for the taught a good discipline.

It should be remembered, that to prepare well for the future life, we must first live well in the present. And as our living well in the present depends, primarily, upon our physical condition, the first care of the teacher should be for the health of the body.

The physical nature is developed first in order of time ; and upon it, as a means, the mind is dependent for its first action and first knowledge, and indirectly for the consciousness of its own existence.

The first knowledge we have is of external objects. This knowledge comes to us through the senses ; and it has been so established, that these are the only media through which it can come. Now if the senses are imperfect or wanting, then there will be some relations in external objects that will never be discovered, that might otherwise have become a part of our knowledge.

Care for the physical development of the young student should commence with the commencement of his physical life. He should be subjected to those physical influences, and that physical action, which will promote a healthy physical growth. This will lay the foundation for a healthy future mental action.

The great wickedness of the race is found in its ignorance of the laws of health, and its refusal to obey them.

The world is full of fevers, and headaches, and physical weaknesses, that have their origin not in a necessity that attaches itself to the conditions of human life, but to human folly, and an inexcusable ignorance.

The rich are dying all their lives from hereditary diseases, from the influence of bad habits, and an aimless inactivity. The poor are dying from over-action, from want, and from an ignorant violation of physical law. Now, a man in either of these conditions, cannot be said to think correctly, or live properly. The external world does not come to him, through his diseased senses, as it is. He hears when there is no sound, and sees when there is no object of sight. The very materials of his thoughts, therefore, have no

real existence, so that the results of his feeble reflections must be errors. An improper life always follows incorrect thinking.

The student must be taught to eat, and sleep, and exercise ; not after the fashion of an ignorant and perverted taste, but in accordance with immutable natural laws. Students do not grow sick and die from hard work ; nor from this cause do they become, in early life, nervous and feeble *old men*. Labor is one of the conditions of life, and he who does the most of it, in a proper manner, lives the longest and the best.

Scholars of our time, are not taught and compelled to breathe a sufficient quantity of good air. There is not in this country, either at our homes or in our schools, a systematic plan of out-door exercise for the children, in which every bone and muscle of their body shall, each day, be brought into a healthy and vigorous exercise.

We have some good abstract theories on the manner of taking our food, and on the quality and quantity to be taken ; but the children are not taught, either by example or by law, to reduce these theories to practice, so that the digestive organs, of students especially, are destroyed in early life.

A want of proper *sleep* often unfits a student for his work, and lays the foundation of a premature old age.

Now the teacher, with a knowledge of the true end of Education, ought not to neglect to train his pupils in all those particulars that affect their physical condition. This department of Education should hold as distinct and prominent a place in our schools as that which refers to the mental and moral nature.

Every school should be well supplied with the means of physical Education, and every teacher compelled, by a wise law of the State, to apply them.

After the teacher has formed a good plan for educating the body, he may turn his attention to the mind ; and in this, as well as in physical education, the end is Discipline.

The young student is not able to think, except as he sees or feels. If the objects of his thoughts are removed from the presence of his senses, his mental operations must stop and wait for their return.

In the first stages of mental development, no true knowledge of external objects can be *first* gained from description. The teacher

must illustrate all his teachings, and the illustration must always precede the words by which the object illustrated is named.

This knowledge of the first operations of the human mind, is a sure guide to its first education. The use of words, without the visible objects which they represent, is now worse than useless. Lessons learned from the book, and recited without visible illustrations, have no tendency to give the young student knowledge or discipline.

There is no knowledge disconnected from the truth, nor mental discipline disconnected from thinking of the truth. It should be the constant aim of the teacher, that the students are obtaining true ideas concerning the objects of their study. We have but to refer to our own consciousness, to know that a very large proportion of the ideas acquired in our youth, have nothing in nature corresponding to them.

In Geography, we never thought that the object of our study was a real Earth, or that the solemn descriptions in Natural History ever referred to real forms and real life.

Illustrations must be made as much as possible by presenting the object itself, instead of that which resembles it; for it is very difficult for the young student to transfer the relations found in the illustration, to their places in that which is illustrated. The form and motion of the earth may be illustrated by a small globe made of wood and paper; but if this form and motion are not transferred by the scholar, at the time the knowledge is gained, to the real earth, there is very great danger that the form of the *earth* will never be the object of his thoughts. His Geography will be of cities, and rivers, and mountains on the map; his Astronomy will be of the stars revolving round the little globe in the school-room, or what is little better, those that are stationary in the artificial concave just over his head.

Teachers not unfrequently excite incorrect ideas by attempting to represent with visible forms, that which, from its nature, cannot be seen. For instance, if a Mathematical Point be represented to the eye of a young student in Geometry, by a dot on the black board, a point will be thought of as a dot for ever after.

Therefore, we find that in giving a knowledge of external objects, *illustrations must be used, — that the mind must not be allowed to*

stop on the illustration, but must go from the illustration over to that which is illustrated, — that abstract truth must not be taught by visible illustrations.

After the student has acquired the power of thinking of what he has seen when the object is removed from his sight, he can gain new knowledge from description. But this will be true knowledge only so far as he has had previous knowledge similar to it. If he has seen one mountain, he can gain some correct ideas from description of another that is like it: if he has never seen the first mountain, no description in words will give him any correct ideas of the second.

Much time is worse than lost by both teacher and scholar, in giving and learning such descriptions.

If the presentative powers of the student are properly trained, he will have acquired mental strength, and some good material for future reflection.

A failure made by the teacher in leading the child to his first knowledge, or in training that part of the intellect that is called into action in acquiring this knowledge, can never by any after teaching be wholly repaired. We carry with us to the grave the effect of our first thinking and first thoughts.

It is on this account that none but the most skilful, careful, and thorough teachers should be employed in primary teaching.

But suppose the primary teaching has been well done, the teacher has important duties beyond, which demand his care and his skill.

It is one of the most important duties of the teacher to take a proper care of the Imagination; for whatever facilitates its right action will increase our happiness and our goodness. Care, gloom, melancholy, and a large share of the unhappiness and wickedness of the race, are the miserable offspring of an untrained imagination, — that part of the intellect that was designed to help us away from our present troubles, to a better state to be hoped for in the future.

It is not enough that the imagination has power: it must be led by direct teaching, to prefer beauty to deformity; for the condition of the moral nature of its possessor depends upon the choice. To this end, the teacher must be careful of his personal appearance, his manner, his forms of expression, and especially of his moral con-

duct. He must call attention to beauty as it is expressed in things, and in actions, until he has given his pupils skill in detecting it, and a desire to obtain it for a possession.

Students should receive more personal attention from their instructors than is usually given. Not only should they be well trained in their classes, but they should be taught how to study.

Mental action is not unfrequently impossible, because the mental powers are not under the control of the will. Mental training should be so conducted as to give the will this control. If the thoughts wander away from the lesson, the student should be taught the necessity of bringing them back by a direct effort of the will. This constant action of the will gives it great power, and reduces to subjection all the powers over which it is its office to preside.

The teacher should cut off all communication between his scholars during study hours. I do not mean that communication made by the use of words merely, but all that can be made by any outward signs whatever. Students, studying in their rooms, should have silent study hours,—fixed by a law of the school, and confirmed by one of their own making,—in which the mental operations should be compelled to go on, unaffected by the disturbing influence of external things. If this power of voluntary abstraction is gained by study, then a much higher end is secured than the mere acquisition of knowledge.

Lessons should be given by topics, and not by pages, so that the scholar will think of *things*, and not of words merely. These topics should be so arranged, that a natural order and obvious relation may exist between them.

This process will aid the memory, and teach the student how to think.

The recitation time furnishes a golden opportunity for the teacher to give the student the power of fixing his attention, and of giving a correct expression of his knowledge.

Most lessons should be learned, so that they may be taught by the students to each other during the recitation; and at the close of which, the teacher should ask questions, so as to be sure the pupils understand their explanations, and so as to bring out additional ideas.

The teacher must also give early and earnest attention to the

proper culture of the Emotions and Desires, for they form the connection between the Intellect and the Will. The Desires excite the Will to action, and, in turn, must themselves be restrained by the Will. If the Appetites are permitted to control the Will in a single instance, there is no surety that they will ever lay down the reins of government till they have reduced the whole nature to slavery.

The Passions give energy to the character ; but if they are permitted to go out from under the control of the Will, the energy will only bring the swifter and surer destruction. This part of our nature is educated by subjecting it to a proper government.

Few teachers govern well ; for the power of governing well implies some of the highest gifts and some of the best acquisitions.

The theory of school government is found in a knowledge of human nature ; and government itself, is making a proper application of this knowledge.

No teacher has a right to enter upon the duties of his profession without a true theory of government, and the power to apply it most thoroughly ; for there can be no success in school without government.

Good government secures obedience. Obedience is the submission of the will of the scholar to the will of the teacher, and nothing else is obedience.

All methods of school government are faulty that lead the governed to compare themselves with others. Students should be led to excel themselves, not others.

Let the scholar be rewarded for doing the best he can, not for doing better than another. Let him be punished for doing wrong, not because he has done worse than another. This principle of government destroys Envy, Jealousy, and Hatred, which exist only with reference to others, and which are the worst of the evil affections. Conformity, secured by rewards and punishments, is the first step towards the end of school government ; but the teacher should never rest until the scholar has passed from mere conformity to that state in which he chooses the right for its own sake : then he will govern himself.

If the Physical, Mental, and Moral means of Education are thus applied, the state called Discipline will be secured, and the teacher's work is well done.

E. D.

READING AND DEFINITION.

I do not propose to speak of rhetorical excellence in reading, but of the importance of being able to do it with correctness and fluency. A child should be able to read mechanically well, before he is required to recite a lesson learned from a book. I believe every child can become a fluent and correct reader; and the importance of it grows out of the fact, that most of our knowledge is gathered from books. Before the art of printing was known, those who desired to add to their stock of knowledge, were obliged to travel from city to city, and from one country to another, to converse with those who knew what they did not. This was a long and expensive method of acquiring knowledge. Now we can remain at home, and learn from books all that is known on any given subject.

But the boys and the girls that read slowly and hesitatingly, do not read much. They never undertake to read a volume through, because it is a slow and tedious process. They may as well not read at all, as not read with readiness and care. I speak of this because I find that many children pass through the common school course without being able to read mechanically well.

It is quite important that they never miscall, or mistake one word for another which resembles it in appearance; as *conduit* for *conduct*, or *troth* for *truth*. I frequently hear mistakes in recitations which were occasioned by thus mistaking the word. But of what use is it to read fluently and correctly, if we know not the meaning of the words? We shall either get no idea, or a wrong one. It by no means follows that we understand a sentence which we pronounce fluently.

Special pains should be taken to teach children the meaning of words. Some attention should be given to it in every recitation. It is not enough to refer a scholar to the dictionary; the definition there given is general, and does not meet the wants of the child. If he can be shown the thing defined, nothing more is necessary. But this cannot always be done. It is useful to explain the difference between one word and others that resemble it; as between

meat and flesh, lie and lay, single and singular, freedom and liberty, etc. It is a very useful discipline for children to be able to point out the difference of allied words and things. It cultivates a habit of observation and discrimination; as, what is the difference between *stationary* and *stationery*, or a ship and a sloop, or patience and hope. I trust every teacher who may read this, will do all he can to make his pupils fluent and intelligent readers,

E. D.

WRITTEN EXCUSES.

It is the practice of some teachers to send home a child that has been absent, or tardy, to procure from their parents a written excuse. I know these delinquencies of children are sore trials of a teacher's patience. I will not apologize for them, but wish to inquire whether it is best to have such a rule in any school?

My opinion is, that such a requirement is injudicious, and productive of more evil than it cures. It is, sometimes, positively unjust, as the following statement of a case, that has occurred recently, will show.

A boy, some twelve years old, is a member of one of the schools, about a mile from the centre of the city. He is "the only son of his mother, and she is a widow," dependent upon her own exertions for her daily bread. The child is affectionate and ambitious, and longs to lighten the burdens which sometimes bear heavily upon his mother. For this purpose, he voluntarily sought and obtained a situation as errand boy in a store. He has the fires to make, and the store to sweep, mornings, and various small matters to attend to in the evenings and on Saturdays. Of course it is unavoidable that his two sets of duties sometimes interfere with each other, and he is frequently late at school. He has not been in the habit, heretofore, of being late, as the former records of the school will show that he has attended school more than a year without receiving an absent or tardy mark. The teacher has been informed of the circumstances; and has been desired by his mother, to excuse him without the formality of a written request every morning.

A week or two since, the mother of this boy left her home to nurse a sick friend, living about two miles distant. This added to the difficulties which the boy had to encounter ; for the school and his temporary home were in opposite directions from the store. However, he struggled on manfully ; eating his breakfast in the early twilight, before going to the store, — carrying his dinner, and returning at eight or nine o'clock to his supper. This morning he was not dismissed from the store until a few minutes before nine, and in consequence, he was late at school — *late five minutes*. Any reasonable person can see that, in this case, it would have been better not to have enforced the rigid discipline of the school ; but the teacher thought differently, and the boy was sent back to his mother, a distance of two miles, for an excuse, thereby losing the forenoon session of the school.

I have known several instances in which it has exasperated the parents against the teacher, and disturbed the peace and prosperity of the school. There are many parents who are not in the habit of writing much, and do not always have paper and pens in readiness, so that in the hurry of the moment they can write a note to the teacher, asking him to excuse the tardiness of Charlie or Mary, assuring him it shall not occur again very soon. There may be some mothers who are ashamed to exhibit their penmanship and spelling ; if so, they will be sure to stir up a rebellion if their children are sent home for a written excuse.

Another reason why I object to this mode of curing the evil of which I speak, is that it leads to dishonest practices. The boy has arrived at school in season, has come a mile, was absent the day previous, and has forgotten to bring his written excuse ; what shall he do ? what will he do rather than go back ? He will ask some of his schoolmates to write an excuse, and sign his mother's name. This has often been done. The children are thus taught to deceive and even to counterfeit, by the adoption of a rule that was intended to improve them morally and intellectually.

E. D.

DR. FRANKLIN, in speaking of education, says : " If a man empties his purse into his head, no one can take it from him."

THE CONTRAST.

A little roguish fellow sits,
Abriming o'er with fun,
And smiles are chasing o'er his face
Like beams of genial sun.

His sparkling eyes with jetty shade,
Are peering all around,
To see if in the schoolboy crowd
A playmate may be found.

His mind is not on book or task,
But wanders far away,
And pants his restive, wild boy-heart
For active, out-door play.

He feels like bird imprisoned, caged, —
A captive in free land;
But many are the roguish pranks,
The tricks in thralldom planned.

And near me sits another youth,
With pale and thoughtful face,
And in his mien is dignity,
Blent with a softer grace.

In earnest attitude he sits,
With head inclined o'er book,
And closely scans the learned page
With sweetly studious look.

He is e'en now in heart a man, —
In honor tried and true, —
And seeks to do those deeds alone,
Which angel eyes might view.

O, who can tell whence this great change,
Or so unlike they are?
'T is He alone who doth affix
The magnitude of star.

'T is He who makes the *lowly* flower
Beneath the *regal* bloom;
While, tho' unseen, it fills the air
With rich and sweet perfume.

“A SOUND MIND IN A SOUND BODY.”

MAN, created in the image of his Maker, should be *strong*; created with a three-fold nature, he should be strong in body, strong in mind, and strong in heart.

We ask, are our present educational influences making strong men and women?

We boast of our schools, and of the improvements constantly going on in them. Every gray-haired man who speaks on the subject of education, fails not to dwell on the present advantages for “schooling,” compared with “what they were in his day.” He tells of the three months of school in the year; of the log school-house, with the wind whistling through the cracks; of the great open fire-place, with more wood than heat, and more smoke than either; of the single arithmetic in school, and that belonging to the teacher; of the big ferule, and long birch; and of the stern, unbending authority of the *master*.

Now, behold the change! The school-rooms comfortable and attractive; the multitude of books, not only plenty of arithmetics, but keys to them; and the gentle sway of the *teacher*, not *master*.

The changes have been great, and no wonder we look complacently on the contrast.

Our grand-mothers tell us, too, that instead of the costly church, with its rich carpets and soft cushions, and its soothing, sleepy warmth, their houses of worship knew no fires but those of devotion, and the bare boards on which they sat, never tempted to a sitting posture in prayer. Instead of the Sabbath School, where we are *taught* good things, they were obliged to *learn* them, and who dared incur a father's displeasure by a *miss* in the Catechism on Sunday night? That Catechism!—never-to-be-forgotten! It cost too many hours hard study, and was too thoroughly learned.

“Old things have passed away”; but we are tempted to ask, are all these changes improvements? We are raising no new question, and we make no new assertion when we say that the men and women of those days were stronger, physically, mentally, and morally, than the men and women of our times. True, the boys

and girls did not know half as many things as boys and girls know now, but they had stronger physical frames, — the foundation of all strength; and every day of exposure, and hard work, and subjection to wholesome law, made them stronger and stronger; and, with hands ready to labor, and eyes open to Nature's teachings, and hearts obedient to her laws, they came to be men and women of iron constitutions, and their minds were capable of vigorous, independent thought.

They knew little of books, and would commit errors in the use of their mother tongue, that would afford amusement for modern young ladies and gentlemen by the hour; for, alas! reverence for age is not one of the lessons taught in our day! But these men and women secured the end of all study by observation and reflection.

We are not disposed to complain of the age, nor to indulge in ill-natured reflections on the present generation; but the fact has been for a long time forcing itself upon us, that our strong men and women are passing away, and there are none to fill their places. Not one in twenty of the young of either sex, have well-developed frames and sound health. Our young ladies are pretty, interesting, gentle, amiable, lovely. These epithets we hear constantly applied to them; but active, energetic, persevering, benevolent, self-sacrificing spirits among our young women, are, literally, "like angels' visits."

Our boys, — or rather our young men, — too many of them, are forward, foppish and frivolous. Too much of their time is spent in trifling conversation, in useless, if not hurtful reading, and in amusements that have little tendency to cultivate a pure and elevated taste.

"Since these things are so," we ask, what are the causes at work to produce such results?

Ages ago, the sentence was pronounced upon man: "In the sweat of thy brow shalt thou eat bread." Men called it a *curse*, and ever since that time they have been striving to evade it. All the knowledge, and skill, and ingenuity in their possession have been brought to bear upon the invention of labor-saving machines; and these contrivances, good and bad, have accumulated till there is hardly room to bestow them. We do not condemn this spirit.

On the contrary, the achievements in science and art, which have been made in our day, we deem the glory of the age.

But the mania for saving work has spread far and wide, and even in the groves of academies are found restless spirits, seeking, not for wisdom, but for the "royal road to Learning." And it seems to be almost, if not quite found; for very many of our teachers, at the present day, are merely *labor-saving machines*. They are employed to lift the pupil over obstacles; to make rough places smooth; to level the Hill of Science; anything to make learning easy. Then we hear that French, Spanish, and Italian,—and, for aught we know, Latin and Greek,—may be learned "in six easy lessons, without a master." Yes, these languages will long be without a master, if they are attempted in this way. When will parents and teachers learn that they defeat their own ends when they spare their children mental labor? That it is the process of gaining knowledge, and not the knowledge itself that educates the man?

It is a truth not to be gainsayed, that there is no mental growth without mental labor.

Who would think of planting the mountain oak in a green-house, or of rearing the cedar of Lebanon in a lady's flower-pot? Yet this is often attempted, and woful mistakes are the result.

Especially in the training of our young women are these evils seen. From their earliest infancy they are watched and guarded, "that the winds of heaven may not visit them too roughly." They are literally "killed with kindness"; for, from want of exercise, and from constant mistakes, and habitual errors in clothing and diet, the foundation is laid for a weak, sickly, nervous constitution, and a short, miserable life. But such treatment alone can be tolerated in *good society*. No other course would be sufficiently delicate for the present state of refinement. Indeed, it has come to be considered really vulgar for a young lady to have perfect health! It is so much more lady-like to be pale, delicate, "fragile flowers!"

Then these dear young ladies are sent to school,—for they must be educated,(?)—to be carried gently along, the passive receivers of a little knowledge of this branch, and a smattering of that; they learn to say pretty things, and to multiply extravagant

epithets. Especially are the affections cultivated, as they suppose. They caress, and are caressed, and they form the most violent friendships ; no one ever loved so devotedly before, — no love was ever so *undying* !

These school-girl friendships are usually considered harmless ; but we hazard the opinion that the indulgence in such feelings, and the constant use of exaggerated language arising from it, tend to produce a weak, sickly state, and often a morbid sentimentality, which affects the whole being, — deadening everything healthy and vital therein.

Let teachers beware how they encourage this evil, or suffer it. Let them lead their pupils by precept and example, to *stand up* in the simple dignity that God has given them, to cherish all the noble virtues of which they are capable. Then will their friendships be worth possessing, and it will be *undying*.

Our young men and women should be *trained*, from infancy to mature age, by healthy, vigorous exercises of body, mind, and heart. Every power should be developed carefully, yet effectually, even if severity be necessary to ensure it. Better “suffer and be strong ;” for “to be weak is miserable, doing or suffering !”

I have spoken of a few evils at work in the education of the young. Many more, of a similar nature, will occur to those who turn their attention to the subject.

And when our parents and teachers awake to the deep responsibility resting upon them, — when they see their duty clearly, and perform it thoroughly, — then, indeed, will “our young men be as plants, grown in their youth, and our daughters as corner stones, polished after the similitude of a palace.”

N.

“WILLIE,” said a doting parent, at the breakfast table, to an abridged edition of himself, who had just entered the grammar class at the high-school, “Willie, my dear, will you pass the butter?” “Thirtainly, thir — takthes me to pass the anything. Butter ith a common thubthantive, neuter gender, agreeth with hot buckwheat caketh, and ith governed by thugar — molatheth underthood.”

Mathematical.

Solutions to Nos. 1 and 2 have not been received.

No. 3. Suppose a tunnel, 1 foot in diameter, could be made from surface to surface, through the centre of the earth, and a grape shot dropped into it from the surface, what would be its motion?

8.

GEOMETRY. DAVIES' LEGENDRE.

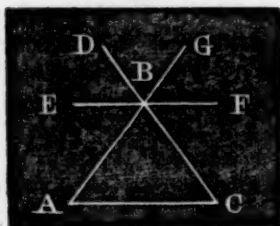
PROPOSITION XXV.

The sum of the three angles of any plane triangle, is equal to two right angles.

What is given? A triangle, that is, a polygon having three sides and three angles. What is to be proved? That the sum of the three angles is equal to two right angles. How do you prove it? By proving the angles equal to three angles, whose sum we have already proved equal to two right angles. Produce any two sides so as to form a verticle angle, and draw a line through the vertex of this angle, parallel to the third side. Since opposite exterior-interior angles are equal, as well as verticle angles, the three angles of the triangle are respectively equal to three angles formed on one side of the parallel line, which angles we have before proved equal to two right angles. Things equal to the same thing are equal to each other; therefore, the sum of the three angles of the triangle is equal to two right angles.

Draw a figure and give the demonstration.

Fig. 1.



Let ABC be the given triangle. Produce AB to G, CB to D, and through B draw EF, parallel to AC. The angles ABC and DBG are equal, being vertical angles; ACB and EBD are equal, being exterior-interior angles; and for the same reason, BAC and GBF are equal; hence, the sum of the angles of the triangle is equal to $EBD + DBG + GBF$; but the sum of the consecutive angles formed at a given point on the same side of a straight line, is equal to two right

angles; things equal to the same thing are equal to each other; therefore, the sum of the three angles of the triangle is equal to two right angles. Q. E. D.

Which kind of demonstration is that? Direct. What previous propositions did you use in your demonstration? P. 4; P. 20, C. 3; P. 1, C. 3; and Ax. 1. How was P. 20th proved? By the aid of P. 19 and Ax. 13. P. 19th? By the aid of Ps. 18, 4, 1, P. 6, C. and Ax. 1. P. 18th? By P. 14. P. 14th? P. 5, C., P. 3, and Ax. 11. What is Ax. 13th? Through the same point, only one straight line can be drawn which shall be parallel to a given line. What is Ax. 11th? A straight line measures the shortest distance between any two points.

Look at the diagram. Can you give any other reason for the equality of the angles GBF and BAC? They are equal because they have their sides parallel and lying in the same direction. Is there any other way of proving them equal? GBF and FBA are equal to two right angles (P. 1); FBA and BAC are equal to two right angles, being interior angles on the same side of the parallels; hence, (Ax. 1.) $GBF + FBA = FBA + BAC$; taking FBA from each, (Ax. 3.) $GBF = BAC$.

I can prove the proposition, sir, by drawing EF parallel to AC, without producing the sides. Give your demonstration. BAC and ABE are equal, being alternate angles, for the same reason $ACB = CBF$; hence, the sum of the three angles of the triangle $= ABE + ABC + CBF =$ to two right angles (P. 1, C. 3).

I can prove it by drawing only BF parallel to AC. Do it. FBA and $BAC =$ two right angles, since they are interior angles on the same side, ACB and CBF are equal, being alternate angles, but $CBF + CBA = FBA$ (Ax. 9); hence, the sum of the three angles of the triangle $= FBA + BAC =$ two right angles.

Fig. 2.

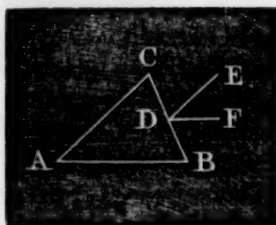


Fig. 3.

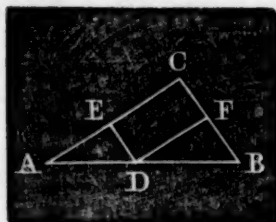
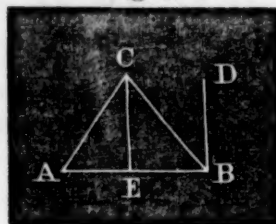


Fig. 4.



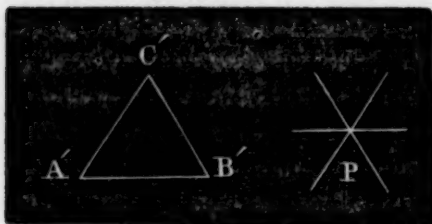
I can prove it, sir, by constructing the figure differently. Do so. Through any point between B and C, draw DE parallel to AC, and DF parallel to AB; ACD and CDE are equal, being alternate angles, for the same reason $FBD = ABD$; $CAB = EDF$, since the sides are parallel and lying in the same direction; hence, the three angles of the triangle $= CDE + EDF + FDB =$ two right angles (P. 1, C. 3).

I have a different figure, sir. What is it? Through any point between A and B, draw DE, parallel to BC, and DF parallel to AC. $CAD = FDB$, $EDA = FBD$, being opposite exterior-interior angles; for the same reason $ACB = AED$; but AED and EDF are equal, being alternate angles; therefore, the three angles of the triangle $= ADE + EDF + FDB =$ two right angles (P. 1, C. 3).

Who can prove the proposition by this figure? What is the construction, sir? Perhaps you can discover what construction is necessary. I can do it, sir.

Draw CE and DB perpendicular to AB; CE and DB are parallel (P. 18); EBD is a right angle by construction; ECB and CBD are equal, being alternate angles; hence, $EBC + ECB = EBC + CBD =$ (Ax. 9) $EBD =$ one right angle; in the same way I can prove $ACE + CAE =$ a right angle; if equals be added to equals the whole are equal; hence, $EBC + ECB + ACE + CAE =$ two right angles; therefore, (Ax. 9.) $EBC + ACB + A =$ two right angles. Q. E. D.

Fig. 5.



Here is one more figure. Three lines are drawn through any point, P, parallel to the three sides of the triangle. The sum of the consecutive angles formed about a given point, is equal to four right angles. Three of these angles are equal to the three angles of the triangle, because they have their sides parallel and lying in

the same direction; the remaining three are equal to the first three, because they are verticle angles; halves of equal things are equal; therefore, the three angles of the triangle = two right angles. Q. E. D.

What is the demonstration given in the book? AB (fig. 1) is produced to G, and BF is drawn parallel to AC. The three angles of the triangle are proved equal to the three angles about the point B; but those three angles are equal to two right angles (P. 1, C. 3); hence, (Ax. 1) the sum of the three angles of the triangle is equal to two right angles.

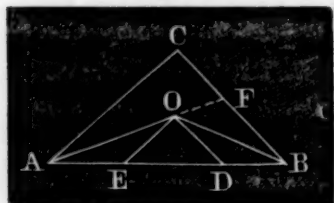
What do you call the angle CBG? An exterior angle of the triangle. To what is it equal? The sum of the two interior and opposite angles A and C.

If the sum of two angles of a triangle is 100° , what is the third angle? 80° . If one of the angles is 70° , what is the sum of the other two? 110° . If one of the angles is 90° what is the sum of the other two? 90° . If the exterior angle of a triangle is 70° , what is the sum of the two opposite interior angles. 70° . What is the adjacent angle? 110° . If one angle is 95° , a second 93° , what is the third? Impossible. Why? Because the sum of the *three* angles cannot exceed 180° . If the verticle angle of an isosceles triangle is 80° , what is each angle at the base? 50° . Each exterior angle? 100° at the vertex, 130° at the base. How many degrees does each angle of an equilateral triangle contain? 60° . If each angle at the base is 90° , what is the angle at the vertex? Nothing; the other two sides would be parallel. Do parallel lines ever meet? They are supposed to meet at an infinite distance. How can they meet at an infinite distance if they are everywhere equally distant? Meeting at an *infinite* distance is the same as *not* meeting at any *finite* distance.

What is the sum of the four angles of any quadrilateral? Four right angles. How can you prove it? By dividing the quadrilateral into two triangles.

You may now prove this proposition: Two straight lines drawn from a point within a triangle, to the extremities of any side, contain a greater angle than the other two sides.

Fig. 6.



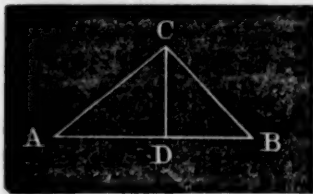
From any point O, within the triangle ABC, draw OA and OB, then will the angle AOB > ACB. Draw OD parallel to BC, and OE parallel to AC; then the angle EOD = ACB, for they have their sides parallel and lying in the same direction, but EOD < AOB (Ax. 8); therefore, ACB < AOB. Q. E. D.

Give another proof. $\angle OAB + \angle OBA < \angle CAB + \angle CBA$ (Ax. 8); taking each sum from two right angles, we have $\angle AOB > \angle ACB$. Q. E. D.

Can you give another demonstration? Produce AO to F ; then $\angle AOB > \angle AFB$, $\angle AFB > \angle ACB$, therefore $\angle AOB > \angle ACB$. Q. E. D.

Here is another way of proving the 25th proposition. Let ABC (fig. 2) and $A'B'C'$ (fig. 5) be any two triangles, having the angles B equal to B' respectively; then will the third angle $A = A'$. Place the sides $B'C'$ and BC in the same straight line with the vertices A and A' on the same side of it, then will not AB and $A'B'$ be parallel? They will. Why? Because the angles B, B' and C, C' are equal exterior-interior angles. Why, then, must $A = A'$? Because their sides are parallel and in the same direction.

Fig. 7.



Let ABC be a triangle right-angled at B ; let fall the perpendicular BD . Can you prove the angle $ACD = B$? In the triangles ACD and ACB , the angle A is common, C and D are right angles; therefore, $\angle ACD = B$. Can you prove $\angle BCD = A$? We can in the same manner. $\angle ACD + \angle BCD = C$; what, then, have you proved? That the sum of the two acute angles of a right-

angled triangle is equal to a right angle.

Now, suppose ABC to be a scalene triangle: prove the sum of its three angles equal to two right angles.

$A + \angle ACD =$ one right angle.

$B + \angle BCD =$ one right angle:

then $A + B + \angle ACD + \angle BCD = A + B + C =$ two right angles. Q. E. D.

c.

CRAFTY men say nothing in dangerous times. The lion called the sheep, to ask her if his breath was unpleasant. She said, "Aye"; he bit off her head, for a fool. He called the wolf, and asked him. He said "No"; he tore him in pieces, for a flatterer. At last he called the fox, and asked him. "Truly," said the latter, "I have caught a cold and cannot smell"

POUTING.—As two children were playing together, little Jane got angry, and pouted. Johnny said to her, "Look out, Jane, or I'll take a seat up there on your lips." "Then," replied Jane, cured of all her pouts, "I'll laugh, and you'll fall off."

Resident Editor's Department.

OUR EXCHANGES.

WE publish in this number, a list of Periodicals which are to be found at the Teacher's Room, and which we commend to our readers as worthy of their patronage and attentive perusal. The European Journals are paid for, while all the American Periodicals are received in exchange for our Journal. Most of these papers admit only articles which have a direct bearing on Education in general, or on some of its specific branches; while the other Journals are devoted to the promotion of several objects, including that of education. Our list of weekly papers, published in Massachusetts, is small, because few of them, so far, seem to have taken much interest in the cause of education. We should be glad to exchange with one weekly in each county, provided they would admit, occasionally, articles on Education and Reports of Teachers' Conventions.

THE AMERICAN JOURNAL OF EDUCATION. Quarterly. Edited by Henry Barnard, LL. D. Hartford: F. B. Perkins. New York: F. C. Brownell. Each number contains at least 256 pages. Terms, \$4.00 per year; single number \$1.25.

THE CONNECTICUT COMMON SCHOOL JOURNAL. Monthly. Published under the direction of the Conn. State Teachers' Association. Chas. Northend, Resident Editor, Hartford. 32 pages. \$1.00 a year, payable in advance. Vol. VI.

THE R. I. SCHOOLMASTER. Monthly. Editor, William A. Mowry, Providence. William A. Mowry, publisher. 32 pages. \$1.00 per year. Vol. V.

THE NEW HAMPSHIRE JOURNAL OF EDUCATION. Monthly. Henry E. Sawyer, Resident Editor. Concord, N. H., State Teachers' Association. 32 pages. \$1.00 per year in advance. Vol. III.

THE MAINE TEACHER, a Monthly Journal, devoted to the Educational Interests of Maine. Edited and published by Mark H. Dunnell, Superintendent of Common Schools, Portland. 32 pages. \$1.00 per year. Vol. I.

THE NEW YORK TEACHER, devoted to Education, Art, Literature. Monthly. James Cruikshank, Resident Editor, Albany. 48 pages. \$1.00 per annum, invariably in advance. Vol. VIII.

THE PENNSYLVANIA SCHOOL JOURNAL. Monthly. Edited by Thos. H. Burrows, Lancaster, Pa. 32 pages. \$1.00 per year, invariably in advance. Vol. VII.

THE OHIO JOURNAL OF EDUCATION. Monthly. A. Coggeshall, Editor. Published for the Ohio Teachers' Association, by Follet, Foster & Co., Columbus. 32 pages. \$1.00 per year. Vol. VII.

THE MISSOURI EDUCATOR. Monthly. W. G. Cheeney, Proprietor. A. Peabody, Editor, Jefferson City, Missouri. 32 pages. \$1.00 per year, invariably in advance. Vol. I.

ALABAMA EDUCATIONAL JOURNAL, a Magazine of Education, Science and general Literature, for Schools and Home. Noah H. Davis, Resident Editor, Montgomery. 32 pages. \$1.00 a year, invariably in advance. Vol. I.

THE ILLINOIS TEACHER. Organ of the State Teachers' Association. N. Bateman, Editor, Peoria, Ill. Published by Nason & Hill. 32 pages. \$1.00 a year, always in advance. Vol. V.

MICHIGAN JOURNAL OF EDUCATION. Edited by Alexander Winchell, A. M., Professor of Natural History in the University, Ann Arbor, Mich. Published by the Executive Committee of the State Teachers' Association. 40 pages. \$1.00 per year, invariably in advance. Vol. VI.

THE WISCONSIN JOURNAL OF EDUCATION. The Organ of the State Teachers' Association and the Department of Public Instruction. A. J. Craig, Resident Editor, Madison, Wis. 40 pages. \$1.00 per year. Vol. III.

THE NORTH CAROLINA JOURNAL OF EDUCATION. Monthly. J. D. Campbell, Resident Editor, Greensboro'. 32 pages. \$2.00 per year, invariably in advance. 6 copies for \$10.00. Vol. I.

THE INDIANA SCHOOL JOURNAL. Published on the 15th of each month, by the Indiana Teachers' Association. W. D. Henkle, Resident Editor, Indianapolis. 32 pages. \$1.00 per year, in advance. Vol. III.

THE VOICE OF IOWA. Monthly. Edited by James L. Enos, Cedar Rapids. 32 pages. \$1.00 a year, in advance. Vol. III.

LOWER CANADA JOURNAL OF EDUCATION. Monthly. Edited by the Superintendent of Education, Montreal. 16 pages. 5 shillings per annum, invariably to be paid in advance. Vol. III. This Journal is also published in a French edition of 4,000 copies.

JOURNAL OF EDUCATION. Monthly. J. George Hodgins, Toronto, Upper Canada. 16 pages. \$1.00 per annum, in advance. Vol. XII.

NEW YORK MUSICAL REVIEW AND GAZETTE. Semi-monthly. Published by Mason Brothers, New York. 16 pages. Terms \$1.00 per annum, in advance. Vol. IX.

BOYS' AND GIRLS' OWN MAGAZINE. Monthly. New York, William L. Jones. 32 pages. 75 cents per annum. Vol. I.

SCIENTIFIC AMERICAN. An Advocate of Industry, and Journal of Scientific, Mechanical, and other improvements. Weekly. New York, Mann & Co. 8 pages. \$2.00 per annum. Vol. XIV.

EDUCATIONAL HERALD AND MUSICAL MONTHLY. Smith, Woodman & Co., New York. 8 pages. 50 cents per annum. Vol. III.

SCHOOL AND HOME JOURNAL. Monthly. Marcus Wilson, New York. 16 pages. \$1.00 per annum. Vol. I.

MERRY'S MUSEUM. *Parley's Magazine*, *Woodsworth's Cabinet*, and *The Schoolfellow*. Edited by Robert Merry, Uncle Frank, and Hiram Hatchet. New York, J. N. Stearns & Co., Publishers. 32 pages. \$1.00 a year. Vol. XXXVII.

THE PRINTER. Monthly. Henry & Huntington, Publishers, New York. 24 pages. \$1.00 a year in advance. Vol. I.

THE AMERICAN JOURNAL OF INSANITY. Quarterly. Edited by the Medical Officers of the New York State Lunatic Asylum. Utica, N. Y., State Lunatic Asylum. 100 pages. \$2.50 a year in advance. Vol. XV.

MOORE'S RURAL NEW YORKER. Weekly. Conducted by D. D. T. Moore, Rochester, N. Y. 8 pages. \$2.00 a year in advance. Vol. X.

CHALLEN'S ILLUSTRATED MONTHLY. James Challen & Son, Publishers, Philadelphia. 48 pages. \$1.00 a year in advance. Vol. VIII.

CLARKE'S SCHOOL VISITOR. Devoted to the Interests of our Public Schools. Editor and Publisher, Alexander Clarke, Pittsburg, Pa. Monthly. 8 pages. 50 cts. a year. Vol. III.

THE COLLEGE JOURNAL OF MEDICAL SCIENCE. Monthly. Edited by a Board of six Professors. Cincinnati. 48 pages. \$1.00 a year in advance. Vol. IV.

WESTERN COLLEGE ADVOCATE. Monthly. Publishing Agent, W. Parmenter, Western College, Iowa. 16 pages. 50 cents one year. Vol. I.

THE MATHEMATICAL MONTHLY. Edited by J. D. Runkle, A. M., A. A. S. Cambridge. Published by John Bartlett. 36 pages. \$3.00 per annum. Vol. I.

YOUTH'S CASKET AND PLAYMATE. A Magazine for Boys and Girls. Edited by Mark Forrester. Published by William Guild & Co., Boston. Monthly. 40 pages. \$1.00 a year, Vol. X.

AMERICAN PHRENOLOGICAL JOURNAL. Monthly. Published by Fowler & Wells, New York. 16 pages. \$1.00 a year. Vol. XXIX.

THE CHRISTIAN MIRROR. Devoted to the diffusion of Moral, Religious, and Educational Intelligence. Published by Charles A. Lord & Co., Portland, Me. Weekly. 4 pages. \$2.00 in advance. Vol. XXXVII.

BLACKWOOD'S EDINBURGH MAGAZINE. American Edition. New York, Published by Leonard Scott & Co. Monthly. 138 pages. \$3.00 a year. Vol. XLVI.

THE ATLANTIC MONTHLY. Devoted to Literature, Art, and Politics. Boston, Phillips, Sampson & Co. 128 pages. \$3.00 per annum. Vol. III.

PORTLAND TRANSCRIPT. Weekly. E. P. Weston and E. H. Elwell, Editors, Portland, Me. 8 pages. \$1.50 a year. Vol. XXII.

THE VERMONT CHRONICLE. Weekly. Windsor, Vt. 4 pages. \$2.00 in advance. Vol. XXXIV.

THE MAD RIVER VALLEY NEWS. Weekly. George W. Hastings, Proprietor, Springfield, O. 8 pages. Vol. V.

DELAWARE WEEKLY REPUBLICAN. Published by G. W. Vernon, Wilmington, Del. 4 pages. \$2.00 one year. Vol. XXIII.

CHRISTIAN REGISTER. Semi-monthly. Published by David Reed, Boston. 4 pages. \$2.50, if paid in advance. Vol. XXXVIII.

THE TIMES. Weekly. C. C. Cole and J. W. Albright, Editors and Proprietors, Greensborough, N. C. 8 pages. \$2.00 a year. Vol. IV.

THE PACIFIC. Weekly. Rev. J. H. Warren, Editor, San Francisco, Cal. 4 pages. \$5.00 one year. Vol. VII.

THE CHESTER COUNTY TIMES. Weekly. Samuel R. Downing, Publisher and Proprietor, West Chester, Pa. 4 pages. \$2.00 per annum. Vol. VI.

THE RUTLAND HERALD. Weekly. Published by George A. Tuttle & Co., Rutland, Vt. 4 pages. \$1.50 a year. Vol. LXV.

PEOPLE'S ADVOCATE. Weekly. Published by G. C. Stair, York, Pa. 4 pages. \$1.00 a year. Vol. XV.

THE DEDHAM GAZETTE. Weekly. Editor and Proprietor, Henry O. Hildreth, Dedham, Mass. 4 pages. \$2.00 a year in advance. Vol. XLV.

THE SCHOOL VISITOR. Semi-monthly. John R. Garretsee, Editor, Spencerport, N. Y. 8 pages. 50 cents per year in advance. Vol. I.

WISCONSIN MIRROR. Devoted to Republican Principles, Agriculture, Education, Temperance, News, etc. Alanson Holly, Editor and Proprietor. Weekly. Kilbourn City, Columbia Co., Wis. 4 pages. \$2.00 a year in advance. Vol. IV.

THE ENGLISH JOURNAL OF EDUCATION. Monthly. Published by George J. Stevenson, London. 32 pages. Price 6d. each number. Vol. XII.

PAPERS FOR THE SCHOOLMASTER. Monthly. Published by Simpkins, Marshal & Co., London. 28 pages. 3d. each number, stamped. No. XCV.

THE EDUCATOR. Quarterly. Ward & Co., London. 38 pages. 3d. each number. No. XX.

THE EDUCATIONAL TIMES. Monthly. Published by Charles Hodgson, London. 24 pages. 6d. each number. Vol. XII.

THE ATHENÆUM. Weekly. London. 32 pages. 5d. each number. No. MDCXXVII.

MANUEL GENERAL DE L' INSTRUCTION PRIMAIRE. Monthly. Published by M. Th. H. BARTOW, Paris. 30 pages. 1fr. 20 cents par an. Vol. XXVI.

JOURNAL GENERAL DE L' INSTRUCTION PUBLIQUE. Semi-weekly. Editor, Ch. Louandre, Paris. 8 pages. 30 fr. un an. Vol. XXVII.

L' AMI DE L' ENFANCE JOURNAL DES SALLES D' ASILE. Monthly. Paris. 24 pages. 6 fr. un an. Vol. V.

RHEINISCHE BLÄTTER FÜR ERZIEHUNG UND UNTERRICHT. Dr. Adolph Diesterweg, Editor, 6 numbers during a year. Published by Baedeker, Essen in Prussia. From 60 to 80 pages. 2 Thlr. 20 Sgr. a year.

THE CONGREGATIONAL QUARTERLY. Conducted under the sanction of the Congregational Library Association, by Revs. J. S. Clark, D. D., H. M. Dexter, and A. H. Quint, Boston. 104 pages. \$1.00 a year in advance. Vol. I.

IVISON AND PHINNEY'S EDUCATIONAL NEWS. Quarterly. New York. 16 pages. 10 cents per year. No. II.

THE COLONIZATION HERALD. Published monthly, by the Pennsylvania Colonization Society, Philadelphia. 4 pages. \$1.00 a year. No. CIII.

THE NATIONAL RECORDER of Religious and Literary Intelligence. Monthly. Editor, L. D. Johnson, Washington, D. C. 16 pages. \$1.00 a year. Vol. I.

THE CONGREGATIONALIST. Weekly. Galen James & Co., Proprietors. Rev. H. M. Dexter, and C. A. Richardson, Editors, Boston. 4 pages. \$2.00 a year if paid in advance. Vol. IX.

THE KANSAS MESSENGER. Devoted to News, Education and Religion. Weekly. Editor, Professor B. R. Cunningham, Baldwin City. 4 pages. \$1.50 a year in advance. Vol. I.

THE GREAT REPUBLIC MONTHLY. Devoted to the best interests of American Literature, wholly original and impersonal, and in no wise sectional or sectarian. 74 contributors. Published by Oaksmith & Co., New York. 112 pages. \$3.00 a year. Vol. I.

HALL'S JOURNAL OF HEALTH. W. W. Hall, Editor. \$1.00 a year.

MISCELLANEOUS.

THE newspapers have published quite a number of MESSAGES or REPORTS, which have been sent to Legislatures now assembled. We make a few extracts :

OHIO.—The school law of this State is known as the "*Akron Law*," because it was first passed for the special benefit of that city, and, with some modifications, became a general law in 1852. It calls for a Board of Education of six members, authorizes them to organize a High School; examine, by a Committee of their own appointment, their Trustees; adopt a course of study; grade their schools; levy a tax not exceeding four mills upon the dollar, for school purposes, and, in short, gives them exclusive control of the schools and school property in all respects. This Board employs Superintendents or School Managers, whose actions are controlled entirely by the Board. Wherever there is an efficient Manager with the full authority of, and in good understanding with the Board, the schools are most flourishing and prosperous. Governor Chase says, in his Message, that the progress of the common schools of Ohio since their reorganization under the act of 1852-3, has been very encouraging. The number of schools has risen from 5,984 to 12,500; of school-houses, from 6,850 to 10,497; of teachers, from 13,364 to 19,873,

and their compensation from \$800,145 to \$1,975,832. The number of pupils enrolled has increased from 358,417 to 609,342, and the daily attendance from 271,196 to 355,863. But these figures do not by any means indicate the total improvement. The school houses have been greatly improved; the standard of qualification of teachers raised; better methods of teaching have been introduced; the range and scope of instruction have been enlarged, and the results in the improvement of the pupils largely augmented. In addition to these public schools, there are many schools sustained by private or denominational resources; also, a number of colleges and female seminaries which contribute to the education of the people. The Governor recommends some legislative provision for obtaining information concerning these institutions, similar to that furnished by the Common School reports, and he also suggests the expediency of some classification of the higher seminaries to be established by law, and some educational standard to which they should be required to conform as a condition of incorporation. It certainly seems reasonable that, when an institution is invested by law with the right to call itself a university or a college, it should also be required by law, as a condition of bearing that title, to be a college or university in fact.

The difference between the entire population of school age and the number actually enrolled in the schools amounts to 234,497, and, after all allowance for attendance on private schools, indicates, along with the small comparative number in daily attendance, one chief defect in the existing system, to wit, absenteeism. Another defect is the want of a sufficiency of well qualified teachers, to remedy which the establishment of normal schools is recommended, and additional encouragement to teachers' institutes. There are about 3,000 insane persons in the State, partly provided for in three asylums, with a fourth being built. 2,000 idiots are without a proper school. Out of 3,000 blind persons, only 847 are in State institutions. There is also a State asylum for deaf mutes, of thirty years standing, but it is now too small, and several thousands are deprived of proper instruction.

THE Governor of *Wisconsin* states, that during the past year 167,110 children have attended public schools. The value of school-house property has increased during five years from \$75,800 to \$863,478. The school fund, after deducting the sum set apart for normal school purposes, amounts to \$2,845,846; the interest of which, with some surplus in the treasury, will give an aggregate of \$240,002 for the next apportionment.

GOVERNOR BURTON, of *Delaware*, says in his Address to the Legislature:—Education is a subject upon which you cannot devote too much thought or reflection. There are in Delaware 4,536 white native born persons, who can neither read nor write. In some districts, a majority of the voters deciding against a tax, the school-houses are suffered to remain closed the entire year. Too frequently, incompetent teachers are engaged, whose morals are sometimes so corrupt and depraved that the example they set, instead of being a moral and shining light, is a dark and blighting curse. Party spirit, too, has been known to control the result of a school election. From the high office I now occupy, I appeal to you to apply the proper remedies. Is there nothing which you can do to correct these evils? Heed not I beseech you, idle remarks. Our Common School system is capable of great improvement, if not of absolute perfection. It may be that you cannot effect much at this session, but commence the work, and succeeding Legislatures, acting in the same spirit, may devise such a system as will reflect honor upon the State.

GOVERNOR WISNER, of *Michigan*, states that in the common schools there were taught last year 173,559 children, at an expense of \$443,113. The University at Ann Arbor, the Normal School at Ypsilanti, and the Agricultural College, are also State establishments. The Normal School admits young women as well as young men, while the University as yet opens its doors to males only. A pressure in favor of a more liberal and impartial rule begins to be felt, and the demand is backed by Governor Wisner, in his Message. The chief remaining obstacle to the

admission of women seems to come from the Faculty of the University. A western paper states that the "Anti-Progressives" propose to create a Female University, devoted to the inculcation of female Greek, philosophy, and mathematics.

GOVERNOR BISSELL, of *Illinois*, refers to the Report of the Superintendent of Education as showing the good progress of the public schools. He again urges a School for Idiots, and a Reform School. The Normal University, to supply teachers for the State, is going on well. The building, now in progress, will accommodate five hundred pupils.

GOVERNOR PACKER, of *Pennsylvania*, regards the system of public education as the first object of solicitude. During the year ending last June, 628,201 pupils were instructed in the public schools at a cost of \$2,427,632. The Governor recommends the organization of a Department of Public Instruction, which shall have in charge the collection, arrangement, and practical deductions from population and industrial statistics; from natural defects, such as deafness and dumbness, blindness and lunacy; from crime in its various forms and developments, together with such control over all the literary and scientific institutions in the State as shall bring their full condition into view. But there must also be Teachers' Schools,—the want of which is grievous. Of 12,823 teachers outside of Philadelphia, only 5,087 are reported as "qualified;" while 5,387 are returned as "medium;" and 2,323 as "unfit." The Governor thinks the mode proposed by the act of May, 1857, which places the teacher on the same footing as regards the State with the other professions, the best one. In consequence of the financial difficulties of the year, this plan has not had a fair trial. The passage of a law, guaranteeing a moderate payment to each school established under the act, is recommended.

GOVERNOR WICKLIFFE, of *Louisiana*, represents the educational and charitable institutions of the State to be in a prosperous condition. 10,141 acres of school lands were sold for \$12,677, during the past year.

ALABAMA.—The Annual Report of the Superintendent of Education has appeared; but the Educational Journal of that State, is afraid that the County Superintendents have used up the copies for—cigar lighting; that not five editors in the State have read it, and not ten lawyers, doctors, or ministers have seen a copy of it. "The apathy that hangs over our educational interests, is perfectly surprising." The Superintendent, in his report, does not ignore the fact that he has "a sick man to deal with"; but he hesitates to try a radical cure, lest the man die in consequence of the severity of the remedy.

GEORGIA.—A bill has passed the Legislature, appropriating \$100,000 per annum, of the income of the State Road, to purposes of instruction. Just like a legislature, to do things by halves. Double this sum was proposed, and is requisite to the end. But how can we expect a body of men to stand up for a cause that has "no money in it," i. e. to come out of it,—especially, when the majority of these men have only "heard tell of it," and are blissfully destitute of its enlightening influences.—*Ala. Ed. Journal*.

ALTHOUGH there is no Educational Journal published in *Virginia*, it would be a mistake to suppose the subject of education was ignored by the Virginia press. The *Southside Democrat* says, in one of his latest numbers, "We have got to hating every thing with the prefix *free*, from the free negroes up and down through the whole catalogue: free farms, free labor, free society, free will, free thinking, free children, and *free schools*,—all belonging to the same brood of damnable *isms*; but the worst of all these abominations is the modern system of free schools. We abominate the system *because the schools are free*."

THE University of Texas is nobly endowed for a new institution. From a sale of a portion of certain lands, appropriated for its benefit, \$280,000 have already been realized. The lowest price obtained for the lands was \$3 per acre, and the highest \$11.50. At the former price they would realize \$650,000, and at \$5, \$1,250,000. It has also \$100,000 appropriated to it from the State Treasury, for buildings.

ST. LOUIS. From the Fourth Annual Report of the officers of the Board of the Public Schools at St. Louis, we take the following items: There were on the 1st of July, 1858, 1 Normal School, 1 High School, 18 Grammar Schools, 7 Intermediate Schools, and 17 Primary Schools. Of 23 schoolhouses, 13 are the property of the Board, and 10 are hired. Number of scholars, 9,769. Teachers' salaries for the year, \$67,743. Total expense, \$85,938. Number of children in the city between six and sixteen years of age, 27,664, of whom about 8,000 attend private schools,—leaving about 9,800 children without instruction. Salaries of Teachers: the Principal of the High and the Normal School, \$2,500; male assistants from \$1,200 to \$1,500; female assistants, \$650 to \$900. The male Principal Teachers in the Grammar Schools, from \$1,000 to \$1,250; female principals from \$450 to \$750; male assistants in Grammar Schools, from \$700 to \$750. Female teachers in the Schools of lower grades, from \$350 to \$400.

THE national *appropriations in France* for 1859, are, for the war department, 345,000,000 francs, and for *primary education* in the common schools, only 6,000,000 francs. The city of New York alone, allows nearly this sum for its public schools, and yet its population is only about 700,000, while France has a population of 36,000,000. The whole sum voted for education, was 20,000,000, francs, of which 14,000,000 are to be devoted to superior education in the colleges of letters, arts, and sciences.

TWENTY-THREE Philadelphia Aldermen have been recently in New York, for the purpose of examining the "Institutions." Such a large party might carry back a great amount of information.

A DEBTOR being admonished either to pay the interest or return the capital, answered, "It is against my principle to pay the interest, and against my interest to pay the principal."

LOCAL INTELLIGENCE.

THE FRANKLIN COUNTY COMMON SCHOOL ASSOCIATION held its annual meeting at East Hawley, on November 5th and 6th, last year. Their sessions were opened by Music and Prayer; a list of new officers was reported, who were elected, and the discussions did not lack originality or warmth. The following questions were discussed: "What efforts can be made to prevent the irregularity of attendance in our public schools?" and "Ought the giving of prizes to be encouraged in our schools?" Rev. M. Pomeroy, of Charlemont, in a highly interesting address, spoke of school-houses, school-books, and school Teachers. Mr. E. J. Avery, Principal of Shelburne Falls Academy, lectured on the subject of "Artistic Taste."

THE WORCESTER COUNTY ASSOCIATION OF TEACHERS met at Clinton, Dec. 10th and 11th, 1858. A Committee, consisting of Messrs. Prof. W. M. Russell, Nathaniel Eddy, and Homer B. Sprague, was chosen to call the attention of all friends of education, to the importance of Town Associations of Teachers. A very able circular has been prepared by these gentlemen, which we should like to publish in one of our next numbers, without abbreviation. It alludes to the efficient mutual aid which teachers would thus be enabled to secure; it then proposes to

hold open meetings, at proper intervals, in every town, at which meetings teachers might enjoy opportunities of mingling with parents, school committees, the clergymen of the place, and all persons friendly to the cause of education; and mentions, finally, the light which by mutual consultation would be shed on the earliest stages of education, on home education, and the training of the youngest classes of pupils in primary schools.

THE *Annual Reports of most of the School Committees* in our State, will appear during this and the next month. We should be glad to receive a copy from each town where such a report is printed, give it a place in our Educational Room, and gather from it such thoughts, experiences, or suggestions, which might be useful or interesting to the readers of our Journal.

THE *Boston English High School Association* met on the 26th of January. It numbers now 341 members, owns a library containing 789 volumes, and the balance in its treasury amounts to \$586.

MEETINGS, for the encouragement of *Home Education*, have been held on Sunday evening in different churches of Boston. They were started by Rev. Warren Burton, and have been very well attended. Among the subjects discussed were those: "The influence of the homes on the schools, and the effects of the schools on the homes;" and "How shall education be made most effectually to bear on the vices and crimes most alarmingly prevalent?"

EDUCATIONAL MEETINGS have been held at the State House in Boston, on Thursday evenings since the 13th of January. The subjects discussed were: "The School System of Massachusetts," "The duties of parents and teachers in respect to the manners and morals of children," "The importance of adopting true principles in primary instruction," "Education of the sexes together," "Graded schools, or the best substitute where they cannot be established." Gov. Banks, Hon. George S. Hillard, Hon. George S. Boutwell, Hon. Charles A. Phelps, Rev. Dr. Cleveland, J. D. Philbrick, Gen. Oliver of Lawrence, George B. Emerson, B. C. Northrup, Oliver Warner, &c. were the speakers.

FRAMINGHAM NORMAL SCHOOL.—The examination and graduating exercises of this school occurred on the last of January and the first of February. Eighteen young ladies graduated. The number in attendance during the term was 75; and there is a very favorable prospect of a larger class next term, which will commence on the second day of March.

MASSACHUSETTS has lost, within a few weeks, some of her brightest scholars: WM. H. PRESCOTT, the eminent Historian; PROF. BOND, Director of the Cambridge Observatory; and REV. ABIEL ABBOTT, D. D., the oldest graduate of Harvard College. They have contributed their share to the advancement of science, and have set a glorious example to be followed by all Americans, in selecting and preparing themselves for *one* great aim which they pursued for a lifetime.

WE have on our table the *Annual Reports of the Charitable Institutions of the State*, from which some extracts will be made in one of our next numbers.

MR. CHARLES DINSMORE, of Newton Upper Falls, has been appointed to the mastership of the Shepard Grammar School, North Cambridge. Salary \$1,200.

REVIEWS AND BOOK NOTICES.

CORNELL'S GRAMMAR-SCHOOL GEOGRAPHY. D. APPLETON & Co., New York.

Worthy of recommendation.

THE NEW LIBER PRIMUS. A Practical Companion for the Latin Grammar, and introduction to the reading and writing of Latin, on the plan of Crosby's Greek Lessons. Boston: JOHN P. JEWETT & Co. 1859.

A book destined to go hand in hand with the grammar. The material,—Cæsar's Gallic War,—is systematically and carefully arranged.

THE FRANKLIN GLOBE MANUAL; an aid to the study of Geography and Astronomy, with the use of Artificial Globes. Troy, N. Y.: MOORE & NIMS. 1858.

CAMP'S GEOGRAPHY: embracing the Key to Mitchel's Series of Outline Maps. By DAVID N. CAMP, Principal of the Conn. State Normal School, and State Superintendent of Common Schools. Hartford: published by O. D. CASE & Co. 1859.

A work of great value to scholars, and a great assistance to teachers. The illustrations are carefully selected and well executed.

THE JUVENILE SPELLER; or, Speller's New Manual; containing rules for spelling, with numerous examples to illustrate the application of each rule; together with a large collection of the most difficult words in the English language, correctly spelled, pronounced, and defined. Arranged in easy lessons for intermediate classes. By W. W. SMITH, Principal of Grammar-School, No. 1, New York; author of "Juvenile Definer," and "Definer's Manual." New York: A. S. BARNES & Co, 51 & 53 John Street, 1858.

RUDIMENTS OF NATURAL PHILOSOPHY AND ASTRONOMY; designed for the younger classes in Academies, and for Common Schools. By Deniso Olmsted, LL. D. Revised Edition, with experimental illustrations. New York: Collins & Brother, 82 Warren Street. 1859

We have perused the pages of this little work with a great deal of satisfaction; and the fact that it has found its way into the Boston Public Schools, and numerous other Institutions of learning, speaks in its favor.

HAND-BOOKS FOR HOME IMPROVEMENT; comprising How to write, How to behave, How to talk, and How to do business. Complete in one Volume. New York: Fowler & Wells, No. 308 Broadway.

This work comprises four books, each of about 150 pages, in which is given the best advice with regard to the topics mentioned, we have ever seen in print. The language is clear, the advice practical, and the moral tone unexceptionable.

WE find in letters, sent to our office, many valuable hints and suggestions. One writer says: "I read several periodicals, each of which is received regularly on or before the first of the month, except the *Massachusetts Teacher*, which is often two weeks or more behind hand. I am sorry to say, that by such irregularity the "*Teacher's*" usefulness is lessened. Everybody makes his calculations as to the best way in which to use his free time. If an expected paper or visitor, does not

come at the appointed day, it is not just to complain of negligence, if the host is not at leisure when the postponed call is made. As a teacher, I like punctuality in school and at home. If it is more convenient to publish our paper in the middle of the month, only say so, and no one will find fault. I know of some teachers who had their names taken from the subscription list, simply for the reason alluded to."

It is the intention of the Publishing Committee to send the copies of the "*Massachusetts Teacher*" to the Post Office on the first of each month, and pains will be taken to carry out this resolution. We can, however, not hold ourselves responsible for promises of others which were made to us, relied on by us, and finally not fulfilled. Such was the case with the January number. "It is a poor rule that would not work both ways." "Better late than never." Will Mr. P. allow us to remind him that according to our list, he has not paid his subscription for 1858.

CONTRIBUTORS would do well to bear in mind, that all matter prepared for the press is to be written only on *one* side of the leaf, and that the real name of the writer is to be sent to the Resident Editor, who will keep it secret if desired.

THE whole set of Reports of the Massachusetts Board of Education, neatly bound, are for sale. Inquire at the Teachers' Room, — Chauncy Street, Boston.

WHAT OTHERS THINK OF THE MASSACHUSETTS TEACHER, AND WHAT THEY DO FOR IT.

A DISTINGUISHED EDUCATOR, whose name and writings are familiar to all the readers of the "*Teacher*," on his return from an educational tour in Europe, says, "I read the *Massachusetts Teacher* with great interest. I am proud of it as the Educational Journal of my own State."

A GENTLEMAN, writing from Bath, Maine, says, "The '*Teacher*,' is an invaluable periodical. We cannot do without it."

To the remark that some teachers *cannot afford* to take the *Massachusetts Teacher*, a constant reader of the Journal very significantly replies, "They can not afford *not to take it*."

MR. A. R. BLAIR, of York, Pennsylvania, sends *twelve* names, (all paid in advance,) and promises more. The "*People's Advocate*," published in the same place, a paper that is alive to the interests of Education, has the following editorial notice:

"The December number of the *Massachusetts Teacher*, a journal of school and home education, and the official organ of the State Teachers' Association of Massachusetts, has been placed upon our table. It contains many valuable articles; and among the number, a Catechism of Physical Exercises in Schools, a paper that should be read and studied by every director, parent, and teacher connected with the public schools in Pennsylvania; for it seems to us that too little attention is paid to the preservation of "a sound mind in a sound body." The communication on Grammatical Analysis Addressed to the Eye, is well worth to the teacher the

price of a year's subscription. The writer answers the question satisfactorily as to how early in the study of grammar this method of systematic arrangement should be introduced; and if the plans of this writer could be brought before the eye of every teacher, and by each one thoroughly studied and carried out in his or her school, the number of poor grammarians in our midst in a few years would be greatly diminished. But, to speak of the *Teacher* itself: its appearance, arrangements, contributors, etc.: We must candidly confess that everything connected with it is calculated to please as well as to profit. The contributors are all practical teachers, actively engaged with school duties during the day; and the time which to all teachers is leisure time, they devote to general educational interests. To us, this seems exactly what we want: namely, the experience of teachers, and not merely theory. The *Teacher* is a neat octavo, containing forty pages of reading matter, and it is printed in good style, at the extremely low rate of one dollar a year. We trust that it will receive a liberal share of support, not only from the teachers of our county, but of all through our State.

MR. CHARLES H. AUSTIN, also a teacher in York, Pennsylvania, sends us *six* additional names, (prepaid,) and writes: "Your Journal more than satisfies all who read it, here. I hope to have the pleasure of sending another list of subscribers shortly."

MR. E. HERVEY, of the Parker Street Grammar School, New Bedford, whose public spirit in the profession never falls below his opportunity, has recently forwarded *twenty-five* new names, and promises more. New Bedford bids fair to take the lead, in proportion to the number of its teachers, in sustaining the "*Teacher*."

WE are much gratified to learn that a very large class of teachers, who have uniformly excused themselves from subscribing for the *Teacher*, on the ground that they "did not find it interesting," and that "they found nothing adapted to their particular grade of instruction," think much better of the journal *since they have seen it*.

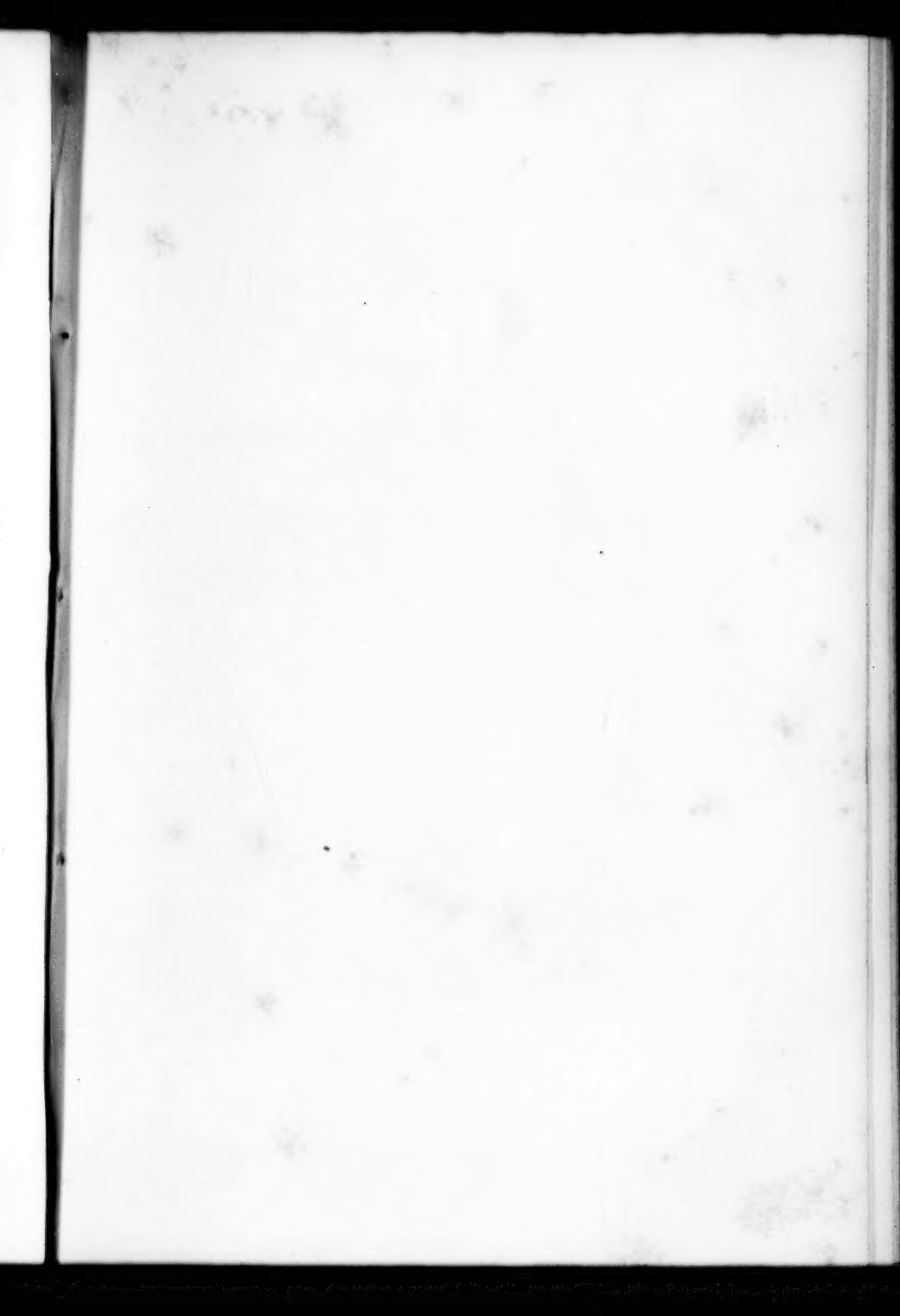
☞ WE intended to send Bills in the March number, to all who have not paid their subscription for 1859, but have concluded to save this unnecessary labor by asking all to remit *at their earliest convenience*. Receipts will be returned in the April number. We hope to hear from all, *early in the present month*. Subscriptions for 1858, or previous, are charged \$1.50. See the Prospectus on second page of cover. Subscribers, whose year commences with some month in 1858, instead of remitting \$1.00, will please forward (in postage stamps) such part of a dollar as will make their year close with December.

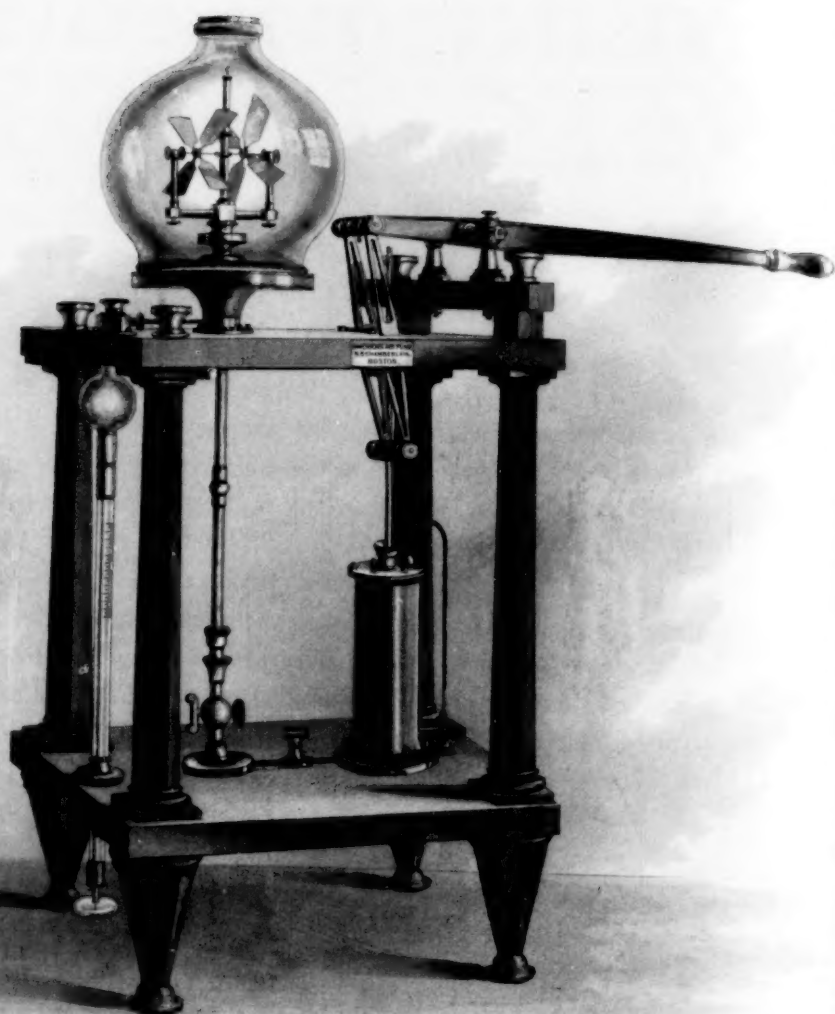
TEACHERS who have pledged themselves for a given number of subscribers, will confer a favor by communicating with the Publishing Committee.

WE call the attention of Teachers and School Committee members, to the advertisement of the Secretary of the Board of Education. *Two State Scholarships* are vacant, and applications will be received until the 19th of March.

☞ WE call the attention of our readers, and of School Committees, to our advertisements, which offer a great variety of books of acknowledged merit.

☞ A. S. BARNES & Co., New York, have sent us a number of books, published by them, which may be seen and examined at our office.





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